

APPLICANT FEEDBACK SUMMARY

2014 AmeriCorps State and National Grant Competition

Legal Applicant: United Way of El Paso County

Program Name: United Way El Paso-Parents as Teachers

Application ID: 14AC156813

For the purpose of enhancing our programs by improving the quality and quantity of applications to the Corporation for National and Community Service (CNCS), we are providing specific feedback regarding the strengths and weaknesses of this application. These comments are not meant to represent a comprehensive assessment; rather the analysis represents those elements that had the greatest bearing on the rating of the application. Please note that this feedback consists of summary comments from more than one reviewer. For this reason, some of the comments may seem to be inconsistent or contradictory. Comments are not representative of all of the information used in the final funding decision.

Reviewers' Summary Comments:

Strengths:

The prospective grantee does a quality job in clearly describing the prevalence and severity of community problems affecting the targeted population.

The needs cited by the applicant are severe and relate directly to the core activities of the proposed AmeriCorps program, especially in the area of educational deficiencies, the focus of the grant.

Two recent and relevant state studies cited document the need for early care and education slots for children four years of age or younger.

The data supplied in the narrative is current and demonstrates high need, clearly substantiating the necessity to educate the predominantly Hispanic and Latino target audience.

The applicant demonstrated the prevalence of the problem in the community based upon demographic information of the people to be served (number of families with children under age 5, poverty rates, etc.).

The applicant showed the need for the program due to the link between the lack of education and the implications/effects in children's school readiness and emotional development.

The applicant articulated two studies to point out the need to prepare children to enter school.

The applicant clearly articulates the need for the benefits of the Parents as Teachers (PAT) model to improve parent knowledge of child development; improve parenting capacity, parenting practices, and parent-child relationships; increase early detection of developmental delays and health issues; and improve family health and functioning.

The applicant provides specific data showing the gap between poverty rates within El Paso as compared to state and national poverty rates.

The applicant provides specific data showing the discrepancy between the completed educational levels of the residents of El Paso as compared to state and national completed educational levels.

There are effective, organized, ways the AmeriCorps Members, assisted by volunteers, propose to solve the identified problems such as through the inauguration of the well-designed PAT program.

There are clear examples of strategies employed by Members to help parents manage developmentally-challenged children.

The intervention roles of AmeriCorps Members are comprehensively identified and include tested, operative methodologies such as home visits.

Major educational-development goals and core components of the proposed Parents as Teachers program are efficiently identified, and there are clear-cut illustrations of how Members and those assisted attain program outcomes.

Based on the literature review presented, including all the articles, the model has been implemented previously with great success. In addition, the model has met the desired outcomes such as an increase the number of children immunized, children school readiness, and parent's active role in children's lives.

The applicant indicates a protocol to follow for the PAT participants to ensure that the served population receives quality services.

The model that the applicant plans to utilize has been successfully implemented as indicated in the studies cited in the application.

Prior AmeriCorps grant programs cited by the applicant demonstrate effective, successful administration of experiences with high levels of expectations projected and realized to obtain quantifiable project goals.

There are illustrated and pertinent examples of past institutionally-tested and proven retention methods.

There are appropriate communication devices described utilizing language and special formatting to reach out to the target Hispanic audience.

Weaknesses:

Convincing support information is lacking in the discussion on the aggregate data presented by the cited state studies to validate need.

The exact nature and extent of the deficiencies of general education and communication skills of kindergarten to preschool children, affected by the proposed program are not specific or detailed.

The applicant indicated that outcomes will be measured by pre, interim, and post assessments by using self-

administered surveys, home visits, and observational assessments. However, the applicant did not mention how inter-rater reliability would be ensured.

Information on student achievement success is missing.

Even though the applicant mentioned articles showing the positive results of the model, the applicant does not have data at the moment.